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AUTHOR	Kissam, Ed; Dorsey, Holda
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ABSTRACT

This module, which may be used as the basis for a workshop or as a special topic unit in an adult basic education or English-as-a-Second-Language (ESL) course, focuses on the problems faced by immigrant women in their work lives and legal provisions to protect employed women. The following items are included: module overview; list of basic, thinking, interpersonal, information utilization, and other skills addressed in the module; teaching points (points dealing with basic rights, strategic thinking, and decision making); sample learning activities; list of 8 organizational and print resources and 16 commercial ESL textbooks; resource sheets; sample lesson plan; transparency masters; learning activities and student handouts concerning sexual harassment and other women's work issues; pre- and postmodule student surveys; and scoring directions. The following objectives are addressed in the module lesson: be able to discuss work conditions with coworkers, engage in role play activities simulating communication with supervisors, and devise ways to address sexual harassment situations. Included in the lesson plan are the following: objectives, a description of target audience and context, room setup guidelines, lists of items needed and media used, and detailed instructions for conducting the lesson. (MN)

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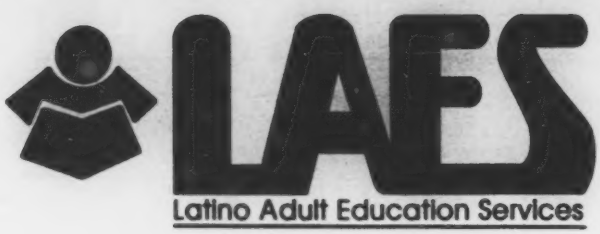

Tierra de Oportunidad

MODULE 2

Women's Work Issues

Ed Kissam and Holda Dorsey

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CALIFORNIA STATE UNIVERSITY INSTITUTE & HACIENDA LA PUENTE ADULT EDUCATION

15381 E. Proctor Avenue • Industry, CA 91745 • Ph: 818 855-3161 • Fax 818 855-3568
hdorsey@otan.dni.us

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INSTRUCTIONAL AREA
Advancing Work and Career

MODULE 2
Women's Work Issues

Overview

Immigrant women face special problems in their work lives because the jobs most commonly available to women are very likely to involve marginal working conditions, low wages, job insecurity, a few opportunities for promotion. "Home work" employment consisting of piece rate sewing or other similar work is particularly likely to entail exploitation and illegal working conditions. Other sorts of employment such as farmwork or electronics may present special risks for pregnant women.

In the U.S. there are a number of legal provisions guaranteeing that all workers receive the minimum wage, equal treatment, and freedom from discrimination, but these legal provisions are seldom actively enforced. Women seeking redress for unfair or illegal treatment will need to prepare themselves for the reality that the process will be a long and tedious one. Nonetheless, seeking redress is often worthwhile as awards typically require an employer to pay substantial back wages.

There are also some legal provisions to protect women. The Equal Pay Act requires that women be paid the same as men in comparable jobs. The Family and Medical Leave Act allow unpaid leave to care for a child or other family member, for pregnancy, or childbirth. And there is also legal protection against sexual harassment.

Options available to workers experiencing workplace problems include negotiation with supervisors and managers (perhaps after joining together with co-workers as a group to seek redress), seeking a new job assignment, or changing employers entirely. The benefits of earnings from work need to be weighed against the problems experienced at work.

Being able to tell one's story and to provide detailed, documented, and accurate information on treatment at work is an important ingredient in workers successfully standing up for their rights.

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Basic Skills Development

Basic Skills	understanding "official" language of posted notices about rights and special materials on legal rights), understanding "special clauses (e.g. conditions on right to family leave); seeking diverse viewpoints, discussing workplace issues with co-workers and supervisors, presenting complaints to supervisors, employers, or enforcement agencies
Thinking Skills	analytic thinking , problem-solving, assessing the benefits and costs of alternatives, preparing the foundation for acting, knowing how to learn, note-taking to remember verbal information, discussing perceptions (e.g. sexual harassment)
Personal Qualities	self-esteem, recognizing that individual problems are often common ones and that one need not "put up" with unfairness or illegal treatment, self-management and integrity, distinguishing short-term and long-term consequences of decisions and actions
Uses Resources	relying on multiple sources of information, seeking "second opinion" on possible courses of action, using available free or low-cost advocacy services
Interpersonal Skills	securing thoughtful opinions, eliciting accurate and detailed information from co-workers, supervisors, and employers, teamwork, conflict resolution, negotiating
Uses Information	comparing information from "official" and "unofficial" sources, note-taking, comparing costs/benefits, alternatives
Works with Systems	understanding legal protections from discrimination on the basis of gender and general employment rights of special importance to female workers

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Teaching Points

Basic Rights

1. **Women's jobs are more likely to involve illegal treatment of workers than men's jobs, and women should prepare themselves ahead of time to protect their rights as workers.** Women should be aware of minimum wage provisions ($4.25 per hour), overtime provisions (more than 8 hrs./day or 40 hours per week, except for farmworkers). Keeping records of hours worked, keeping back pay stubs, and computing the hourly earnings from work paid by the piece are essential ingredients for pursuing legal remedies.

2. **There are usually more job opportunities than workers realize.** Women who need the earnings from a job may not feel they can change jobs easily but should be aware that they can look for other, better, work opportunities even as they continue to work with an employer who has inferior working conditions. Women workers may lack the self-esteem to recognize that the work they do is demanding and that other employers may provide them with better working conditions than their current employer.

3. **Live-In Domestic Workers have the same rights as other workers and some special rights regarding their situation.** These rights include the right to overtime for more than nine hours of work a day or more than five consecutive days of work a week. Women can get help even if they are undocumented. Immigrant rights advocates can give people details about their rights.

4. **Women have rights protecting them from sexual harassment.** The law about exactly what kind of behavior is legally considered harassment or not is complicated but generally responsive to women. Harassment, for example, doesn't mean only physical touching, but verbal behavior also, hinting that sex will be traded for access to a job, joking, and teasing. Women who experience sexual harassment should probably seek to find out if others of their co-workers have experienced the same problem and should, also, seek assistance from a legal services organization in seeking redress.

5. **Women have rights protecting them from gender-based discrimination.** Discrimination is not always easy to recognize, but involves one type of worker being treated differently than another. The law about sex-based discrimination, for example, protects the jobs of women who leave their employment briefly to give birth. Even women who are not employment-authorized have some legal protections.

6. **There are special legal provisions designed to protect the rights of pregnant women and recent mothers.** Employers cannot refuse to hire a woman because she is pregnant. If the employer provides health insurance to other employees, that insurance must cover health care costs related to pregnancy. Under California law a woman must be allowed up to 4 months of unpaid leave for pregnancy or childbirth.

7. There are special legal provisions designed to protect the rights of women (and men) as parents. Parents have the right to take a few hours off to attend a conference with their child's teacher or visit their child's school (4 hours per year). These rightsare, however, very limited so it may often be wise for women who want to spend some time being involved in their children's education to try to negotiate a friendly agreement with their supervisor or employer.

8. Unfortunately, many of the legal provisions governing workers' rights and, specifically, women's rights, exempt smaller employers (e.g. businesses with less than five employees. Therefore, many women working for small businesses or for an individual may not have recourse to these laws. Because the provisions vary from one of the various applicable laws to another., if a woman who works for a small employer feels she is being treated unfairly or illegally, she should contact a free legal services provider even if she may not seem to be protected. There may be more complex legal strategies, including a private lawsuit, which may be available to her.

Strategic Thinking, Decision Making

9. Women, who are legally authorized and who are not legally authorized to work, have begun organizing cooperatives to help themselves. Women's cooperatives have been formed to assist domestic workers in finding employment; some groups are seeking to make street vending easier; new groups provide support for rape victims, for women who experience discrimination, and in general to address women's problems.

10. Women, as well as men, can benefit economically from seeking ways to improve their employment options. Women can no longer be relegated to a status as secondary wage earner. In most families, both husbands and wives need to maximize their earnings potential. Men and women immigrants may both underestimate their potential for career mobility, saying "I have no skills". The skills needed for career mobility and advancement now rest on communication ability (including English-language skills), a willingness to learn new skills, facilitating in learning new skills, the ability to work as a member of a team, and engage in problem-solving with co-workers more than on vocational skills. Night school, community college, ESL classes, or programs of self-directed learning can be worthwhile investments.

11. There are special opportunities for women in a variety of human service occupations. There will be a tremendous demand for bilingual human service workers in the near future. As California comes to be an increasingly multi-cultural society, demand for bilingual service and human service employees in jobs which are often filled by women will increase tremendously. Budget constraints will mean that many of these jobs will need to be filled by workers with minimal educational qualifications but substantial personal experience and ability. There will be expanding job opportunities in both the public sector e.g., instructional aides, health

education outreach workers, and intake workers; and in the private sector e.g., receptionists, secretaries, store clerks, medical office clerks. Women should take this into account in weighing their options and deciding about taking the time to continue their education.

12. There are usually more job opportunities than workers realize. Women who need the earnings from a job may not feel they can change jobs easily but should be aware that they can look for other, better, work opportunities even as they continue to work with an employer who has inferior working conditions. Women workers may lack the self-esteem to recognize that the work they do is demanding and that other employers may provide them with better working conditions than their current employer.

13. Many of the challenges women face in the workplace will need to be overcome with skillful communication -- discussing problems with supervisors to find "win-win" solutions, checking perceptions with co-workers. The practical reality is that most workers' ability to make use of what they know about their rights rests on their interactions with co-workers since patterns of unequal treatment or sexual harassment may be subtle. Both in seeking informal solutions, and in the formal legal system, it is important to be able to perceive, describe, and document patterns of discriminatory or harassing behavior. A company has the responsibility to make sure the legal provisions relating to gender equity are enforced.

14. Women may face special challenges in supervising men. As women begin to move upward in their worklife, they may face special challenges in supervising men who do not believe in gender equality. Since being a supervisor implies the ability to manage other people's work, this sort of issue usually needs to be approached thoughtfully. Many women will find that their fellow supervisors, both male and female, will be sympathetic and supportive in helping them deal with these problems which are familiar to many.

Suggested Learning Activities

1. Ask women to list the kinds of unfair treatment they have experienced at work in the past. Discuss whether the examples given are of illegal treatment or just bad supervision or management. Brainstorm possible strategies for effecting change.

2. Ask women in the class to rate the different employers they are aware of in a given industry or occupation e.g. garment manufacturers, grape growers, processing plants, electronics firms and discuss whether all working conditions and wages are more or less the same or if there are employers who are significantly better than others. If some employers are better, why is that?

3. Ask women to share the strategies they or people they know have used for dealing with the problems experienced in domestic work.

4. Invite a local female community worker employed as a paraprofessional in a community organization, school, health clinic, training program, or other human service organization to discuss how she became involved in that kind of work and what advice she would have for others who are interested in the same kind of work.

5. Review, with the class, the basic job qualifications for readily available jobs and compare the qualifications with class participants' skills. Discuss what kinds of educational investments, including self-directed study, might allow them to develop the skills they need.

6. Invite a local immigrant employment rights group representative, public interest lawyer or labor lawyer to discuss discrimination complaints to the Equal Employment Opportunity Commission (EEOC), or to the Fair Employment and Housing Commission (FEHC).

7. Invite women from grassroots cooperative organizations such as Mujeres Unidas y Activas in the San Francisco Bay Area or the Red De Defensa Laboral in the Los Angeles area to talk to the class about their organizations and their personal experiences in resolving the problems they face.

8. Role play a negotiation with a supervisor about workers wanting better working conditions -- e.g. more time for breaks, better explanations of tasks, less favoritism. Explore "good" and "bad" strategies for negotiation.

9. Discuss as a group what workers most want to change in their work situation. Is it better pay? better working conditions? better opportunities for promotion? or more equitable treatment? Describe how a good supervisor or manager should interact with workers and prepare a checklist for women in the group to use in deciding on jobs.

Resources

Organizations

Equal Rights Advocates
1663 Mission St., Suite 550
San Francisco, CA 94103
(415) 621-0672 -- general information
(415) 621-0505 -- advice and counseling

Immigrant Assistance Line
Northern California Coalition for Immigrant Rights
995 Market St., 11th Floor
San Francisco, CA 94103

(415) 543-6767 -- Spanish/English

La Raza Centro Legal
(415) 575-3500

Mujeres Unidas y Activas
3543 18th St.
San Francisco, CA
(415) 621-8140 -- Spanish/English
http://www.mills.edu/LIFE/ASMC/MECHA/mecha.homepage.html

California Department of Fair Employment and Housing
(916) 445-9918

Books with more detailed information
Lisa Guerin, Patti Gima, and Nolo Press Editors, **Nolo's Pocket Guide to California Law**, Nolo Press, 5th Edition, 1997. Price: $10.95. This book can be found in a bookstore or ordered directly from Nolo Press at (800) 992-6656. Nolo Press provides a free quarterly newsletter with 2 years of updates on changes in the law.

William Petrocelli and Barbara Kate Repa, **Sexual Harassment on the Job**, Nolo Press

Barbara Kate Repa, **Your Rights in the Workplace**, Nolo Press

Commercial ESL Textbooks

- Business Watch, Prentice Hall Regents
  Segment 10, Flexibility of Companies to Workers' Family Care Needs
  Book and Videotape

- Consider the Issues, Longman
  Unit 8, Women Caught in the Middle of Two Generations
  Book and Audiotape

- Culture Watch, Prentice Hall Regents
  Segment 9, PG & E Trains Women for Construction and "Men's" Jobs

- ESL for Action, Addison-Wesley
  Unit 4, Making Money
  Unit 7, Moving Toward Equality

- Faces of the USA, Longman
  Chapter 4, Americans at Work, Changing Industries, Doreen Fairbairn--The "Brain Drain"

- Mastering English with Life and Times, KCET
  #14, Belmont Soccer: The Ultimate Goal
  #15, Chicanas in Tune
  Videotape, Student Handout and Teacher's Guide

- Life Skills for Today's World, Steck-Vaughn
  Chapter 4, Discrimination

- More Than a Job, Readings on Work and Society, New Readers Press
  Just a Housewife
  Book, Audiotape and Teacher's Guide

- People at Work, Pro Lingua Associates
  Lesson 2, Dolores Silva, Co-Owner of a Small Business
  Lesson 8, Rebecca Kraus, Assistant Dean of Students
  Lesson 10, Connie Snow, Building Contractor
  Book and Audiotape

- React-Interact, Situations for Communication, Prentice Hall Regents
  Unit 8, The Ideal Secretary; Unit 24, Careers

- Reader's Choice, Book 3: Discoveries, Contemporary Books
  Lesson 7, That's Illegal!

- Work Tales, Globe-Fearon/Janus
  "The Saw that Talked"

- Worker Rights, Cambridge, The Adult Education Company
  Lesson 1, Equal Employment Opportunity
  Lesson 2, Equal Employment Opportunity Laws
  Lesson 3, Equal Employment Opportunity and Affirmative Action
  Lesson 4, Dealing with Job Discrimination
  Lesson 5, Taking Legal Action

- The Working Experience 1, New Readers Press
  Unit 5, Women's Work

- Workplace Dynamics, SLRC Library
  Unit 13, Men and Women

- Work-Wise, Tactics for Job Success, Contemporary Books
  Unit 9, Protecting Your Rights

02. WOMEN'S WORK ISSUES

OBJECTIVES

- to discuss work conditions with co-workers
- to role play communication with supervisor
- to problem solve ways to address sexual harassment situations

LEARNERS & CONTEXT

Adult students. Average ability of the group is medium. The range of ability is wide. Motivation is high. Group size is between 11 and 30. There are many learners whose English is limited.

ROOM SETUP

Small tables and chairs to allow for pair or small group work.
Screen, overhead, color pens, blackboard.

TO BRING

Transparency of objectives
Transparency with focus questions
Handouts

TO DO AHEAD

Prepare copies of handouts

MEDIA USED

Overhead

STEPS

Introduction
Motivation
Objectives
Reading
Comprehension
Discussion
Feedback
Break
Role Play
Defining
Problem Solve
Reflection
Evaluation

Holda Dorsey

Lesson Plan: 02. Women's Work Issues

	Introduction	Teacher asks students what they liked and did not like about their present or past jobs.
(10 min)	*Prior Knowledge Activation* *• Ask Review Questions*	Example: Sara, Where did you work last year? What kind of supervisor did you have? How many co-workers did you have? What benefits did you receive?
	Motivation	Teacher tells a short anecdote: A woman working in a factory felt dizzy from the smell of the chemicals. Even though she complained, the supervisors did not take care of the problem. The woman went to the doctor who found poison in her blood. The doctor reported the situation to the authorities. The authorities inspected the factory and found the situation unhealthful and dangerous. The inspectors closed the factory and fined the owners.
(10 min)	*Motivation* *• Cite Model*	
	overhead	What could workers do? How can workers force change?
	Objectives	Teacher states the objectives of today's lessons. You will be able to:
(10 min)	*Information Preview* *• State Objectives Formally*	• to discuss work conditions with co-workers; • to role play comunication with supervisor; • to problem solve ways to address sexual harassment situations.
	overhead	You will also practice: • analyzing a problem, identifying possible solutions, devising plan to resolve it, defining implications of the solution; • working with others and contributing ideas and suggestions; • communicating feelings effectively.
	Reading	Students read handout with information on Women's Work Issues. Students circle new words, and ask the teacher or others students for clarification.
(20 min)	*Information Acquisition* *• Silent Reading*	
	handout	

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Lesson Plan: 02. Women's Work Issues

	Comprehension	Students stand in pairs in two concentric circles. The inside circle faces out; the outside circle faces in.
(10 min)	*Practice & Feedback* *• Q & A*	Students formulate questions to match the answers on the handout. Each pair asks and answers these and other detailed comprehension questions.
	print	
	Discussion	Teacher asks the students to sit in groups of four to discuss work conditions that they have experienced or that someone in their family has experienced.
(15 min)	*Practice & Feedback* *• Brainstorming*	After discussing their stories in the group, the students share the worst and best situations with the whole class.
	blackboard	
	Feedback	Teacher writes on the board the situations mentioned by the students.
(10 min)	*Motivation* *• Establish Future Relevance*	Teacher tells the students to work in pairs and to choose one of these examples to practice effective ways to handle the situation.
	blackboard	Students analyze the situations listed on the board, brainstorm possible solutions and what might be the implications of the solution.
	Break	Teacher asks students to stretch and organize their materials while teacher takes care of attendance and other record keeping duties.
(10 min)	*Other* *• Administration*	
	Role Play	Teacher directs each pair to prepare a dialog role playing the situation selected. The dialog should reflect effective and ineffective strategies to resolve the
(20 min)	*Practice & Feedback* *• Role Play*	situation and the consequences of the solution.

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Lesson Plan: 02. Women's Work Issues

	Defining	Teacher distributes alternate segments of Definition of Sexual Harassment readings to students. (Handouts A and B)
(15 min)	*Information Acquisition* *• Definitions & Examples*	Students work in pairs within groups of four. Each pair alternates - one reads while the other notes difficult words, they both clarify vocabulary and concepts. After each broad concept, the pair explains the concept to the other pair.
	overhead	If necessary pairs can change groups or assist other groups.
	Problem Solve	Teacher projects a series of situations that may be considered sexual harassement.
(20 min)	*Practice & Feedback* *• Simulation*	Students analyze and discuss if it is or isn't sexual harassment and why. Students identify a variety of posible solutions and their consequences in order to prepare a plan of action.
	overhead	Students relate similar situations that they have encountered or that they have heard about.
	Reflection	Students reflect on how to resolve a problem with team support.
(15 min)	*Closure* *• Reflection*	Teacher asks them to write two lines about the advantages or diasadvantages of team support and hand them in.
	Evaluation	Teacher restates the objectives: You were able to: • to discuss work conditions with co-workers; • to role play comunication with supervisor; • to problem solve ways to address sexual harassment situations.
(15 min)	*Closure* *• Learner Summary*	You also practiced: • analyzing a problem, identifying possible solutions, devising plan to resolve it, defining implications of the solution; • working with others and contributing ideas and suggestions; • communicating feelings effectively.
		Students state how they felt about the topic. Students express how they will use the learned skills.

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Transparency

Women's Work Issues

Objectives

You will be able to:

- **discuss work conditions with co-workers;**
- **role play comunication with supervisor;**
- **problem solve ways to address sexual harassment situations.**

You will also practice:

* **analyzing a problem, identifying possible solutions, devising plan to resolve it, defining implications of the solution;**
* **working with others and contributing ideas and suggestions; and**
* **communicating feelings effectively.**

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Women's Work Issues

1. **Women's jobs are more likely to involve illegal treatment of workers than men's jobs, and women should prepare themselves ahead of time to protect their rights as workers.** Women should be aware of minimum wage provisions ($4.25 per hour), overtime provisions (more than 8 hrs./day or 40 hours per week, except for farmworkers). Keeping records of hours worked, keeping back pay stubs, and computing the hourly earnings from work paid by the piece are essential ingredients for pursuing legal remedies.

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Q & A Exercise

Please work with a partner in asking questions to match the following answers.

1. These have been formed to support various workers.
2. Women can look for better work opportunities.
3. $4.25 per hour
4. Communication ability, willingness to learn new skills, ability to work as a team, using problem-solving techniques with co-workers.
5. Keep records of hours worked, keep back pay stubs, compare hours worked from work paid by the piece.
6. Great demand for bilingual service and human service workers.
7. More than nine hours per day or more than five consecutive days of work.
8. One type of worker being treated differently than another.
9. Both in the public and private sectors.
10. Protects women who leave their employment to give birth.
11. Also verbal behavior, joking, teasing hinting that sex will be traded.
12. The secondary wage earner.

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"For Teachers' background information only. Use Handouts A & B for student reading."

Definition of Sexual Harassment

"Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work setting, under any of the following conditions:

a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, status, or progress.

b) Submission to or rejection of the conduct by the individual is used as the basis of employment or decisions affecting the individual.

c) The conduct has the purpose or effect of having a negative impact upon the individual's work or performance, or of creating an intimidating, hostile, or offensive work environment.

d) Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the institution.

For the purpose of further clarification, sexual harassment includes, but is not limited to:

1. Making unsolicited written, verbal, physical or visual contact with sexual overtones.

   Written examples include, but are not limited to suggestive or obscene letters, notes, and invitations.

   Verbal examples include, but are not limited to derogatory comments, innuendoes, slurs, jokes, and epithets.

   Physical examples include, but are not limited to assault, touching, impeding, or blocking movement.

   Visual examples include, but are not limited to leering, gestures, display of sexually suggestive objects or pictures, cartoons, or posters.

2. Continuing to express sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction is not considered sexual harassment.)

3. Making reprisals, threats of reprisal, or implied threats of reprisal following a negative response.

   For example, within the work environment either implying or actually withholding support for an appointment, promotion, or change of assignment; suggesting a poor performance report will be prepared, or suggesting probation will be failed.

4. Engaging in implicit or explicit coercive sexual behavior which is used to control, influence, or affect the career, salary, or work environment of another employee.

5. Offering favors or employment benefits, such as promotions, favorable performance evaluations, favorable assignments, favorable duties or shifts, recommendations, reclassification, etc., in exchange for sexual favors.

6. In emergency situations where health or safety are factors, physical contact shall be limited to that contact reasonable and necessary in light of the circumstances.

Definition of Sexual Harassment

Actual Language	*Simplified Language*
Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work setting, under any of the following conditions:	*When someone from work or at work asks for sexual favors, or when they speak, show pictures or their physical movements have sexual tones, in these two conditions:*
a) Submission to the conduct is explicitly or implicitly made a term or a condition of an individual's employment, status, or progress.	*a) To accept this conduct is a direct or indirect condition of employment, or to keep the employment, or to progress in the job.*
b) Submission to or rejection of the conduct by the individual is used as the basis of employment or decisions affecting the individual.	*b) The acceptance or rejection of this conduct affects decisions about the employment.*
For the purpose of further clarification, sexual harassment includes, but is not limited to:	*To make it clearer, these are some examples of sexual harassment:*
Making unsolicited written, verbal, physical or visual contact with sexual overtones. Written examples include, but are not limited to suggestive or obscene letters, notes, and invitations.	*To make uninvited contact with sexual intentions by speaking, writing or physical movements. Examples of writing are obscene letters, notes, and invitations.*
Verbal examples include, but are not limited to derogatory comments, innuendoes, slurs, jokes, and epithets.	*Speaking examples are jokes, name calling, insults, and offenses.*
Physical examples include, but are not limited to assault, touching, impeding, or blocking movement.	*Physical examples are touching, and not permitting free passage through doors or corridors.*
Visual examples include, but are not limited to leering, gestures, display of sexually suggestive objects or pictures, cartoons, or posters.	*Visual examples are gestures, showing obscene pictures or things, and making obscene signs.*

Definition of Sexual Harassment

Actual Language	*Simplified Language*
Sexual harassment means unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature, made by someone from or in the work setting, under any of the following conditions:	*When someone from work or at work asks for sexual favors, or when they speak, show pictures or their physical movements have sexual tones, in these two conditions:*
c) The conduct has the purpose or effect of having a negative impact upon the individual's work or performance, or of creating an intimidating, hostile, or offensive work environment.	*c) The behavior creates a hostile, offensive intimidating situation that has a negative influence in the individual's work.*
d) Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the institution.	*d) The acceptance or rejection of this conduct is used to make decisions about benefits, services, and honors.*
For the purpose of further clarification, sexual harassment includes, but is not limited to:	*To make it clearer, these are some examples of sexual harassmernt:*
• Continuing to express sexual interest after being informed that the interest is unwelcome. (Reciprocal attraction is not considered sexual harassment.)	• *Continue to tell about sexual interest after being told no.*
• Making reprisals, threats of reprisal, or implied threats of reprisal following a negative response.	• *Making threats of revenge after told no.*
For example, within the work environment either implying or actually withholding support for an appointment, promotion, or change of assignment; suggesting a poor performance report will be prepared, or suggesting probation will be failed.	*Examples of threats are saying that there will be no promotion, or change of job; saying that there will be a bad evaluation, or that the individual will not pass probation.*

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Transparency

Definition of Sexual Harassment

Focus Questions

Directions: Put number of statement next to the paragraph that deals with with...

1. Sara is offered a promotion, if she accepts the supervisor's sexual advances.

2. Joe is given a poor performance evaluation, because he will not go out with the boss.

3. Laura keeps getting love notes from her boss.

4. Every time Betty walks into the lunch room, the men start telling obscene jokes.

5. When Marta's boss goes by he "accidentally" touches her.

6. Gloria keeps finding sexually suggestive magazines on her desk.

7. Every afternoon, Tony finds lipstick marked messages on the windshield of his car.

8. Ben corners women and intimidates them with his derogatory comments.

9. Delia's hours were cut after she refused to go dancing with the supervisor.

10. Jorge was dropped from the company's management training course, when he rejected the invitations of the boss' daughter.

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Date: _____

Student Name _____

Teacher Name _____

Student Survey
"Women's Work Issues"

1. Are there special problems women face at work? And, how much do you know about these problems?

	For each line, Please check the box that you think is true: Are there special problems women face at work?				For each line, please check the box that applies to you: How much do you know about these problems?	
Do you think that:	**Yes Certainly**	**Yes Probably**	**No Not Sure**	**No Probably Not**	**I need to know more**	**All I need to know**
a. women have a chance to do many different kinds of jobs?						
b. women have special rights protecting them from sexual harassment						
c. women have the right to do the same kinds of jobs that men do						
d. women should take the time to find out about training and get training that prepares them for new kinds of jobs						
e. women who are domestic workers (maids, baby-sitters) can demand that their employers give them the same rights and benefits as other workers						
f. it's good for women to be bilingual to find work in jobs (like store clerks or medical office clerks) where they can talk to customers and employers.						

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2. **How important and useful do you think it is for women to know the following things for getting ahead at work or to improve their work conditions**

	For each line, Please check the box that applies to you		
	Not Very	**A Little**	**Very**
a. that women should get the same pay for the same pay that men do, if they are doing the same work that men do; and how to tell if this applies to their particular work situation?			
b. how to get into a supervisory job in at work?			
c. how to confront the problems women face if they supervise men who don't think women should be supervisors?			
d. how good it is to add to the family income even if their one person is working			
e. how to join together to help each other to solve the problems they face at work or how to start their own work cooperatives			

3. **How important is for you to learn more about the following?**

	For each line, How Important is it? Please check the box that applies to you				
	Not very	**A little**	**Quite**	**Very**	**Already Know**
a. what sexual harassment is					
b. women's rights protecting them from sexual harassment					
a. what job discrimination is					
d. what rights women have to not be discriminated against because of being women					
e. the kinds of better-paying jobs where women have the best chance of being hired					
f. family and medical leave—what it covers and who is eligible for it					

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4. How confident are you that you have the skills and knowledge you need to figure out the following?

	For each line, Please check the box that applies to you			
	Not Confident	A little Confident	Quite Confident	Very Confident
a. Do the calculations to decide whether it's worthwhile for a married woman to work even if the family spends more on childcare or transportation or food?				
b. Find out the information you need, from co-workers and supervisors, to know to tell if you are being treated fairly?				
c. Communicate your concerns to co-workers about how you are treated or the work you are given to do?				
d. How to communicate to supervisors, your boss, or officials outside your workplace, about a problem you are having at work?				
e. Deciding whether or not to complain, taking into account what's important for you personally?				
f. Getting the information you need about supervisory or job promotion opportunities at work or in other workplaces?				
g. Decide if it's worthwhile to take the trouble to spend 3 to 6 months in an employment training program which is likely (but not certain) to let you get a better job?				

5. Margarita has come to you with what she thinks is a problem. Please consider the following information she has provided and answer the questions about it on the following page.

Background: Margarita works 40hrs a week as a lead worker in a fast food restaurant. She makes about $5.65/hr. When you asked her what she does as a lead worker, she explains that she tells new workers how to do the work, and what to do if the french fry cooker breaks down. She gives people advice about what to do if they have to trade out work schedules, and she informally keeps track of work schedules, letting the Asst. Manager know if she sees something that is likely to be a problem. Paul is the Asst. Manager who supervises her and the other workers. He makes $7.50 an hour, and he's really the person who is supposed to tell new workers how to do the work and to "supervise them"; but, it seems to Margarita that she's doing all the work and he's getting the money for it.

[Questions to which we want to know the answer to assist Margarita are on the following page.]

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a. Please describe Margarita's problems in your words?

b. What kinds of things should Margarita find out to decide if she really is being treated unfairly or not?

c. What should Margarita consider in deciding what to do? Please be specific. Don't say just, "whether she wants to keep her job".

d. What would you tell Margarita to do? What would you do?

6. What else would you like to learn about issues women face at work?

I want to learn:

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Scoring Question 5
"Women's Work Issues"
Module 2

Instructor Note: This page presents a checklist of factors a student might list in answering Question 5 of the Student pre-module survey on "Women's Work Issues"

5. Margarita has come to you with what she thinks is a problem. Please consider the following information she has provided and answer the questions about it on the following page. a? Please describe the problem b? What kinds of things should Margarita find out to decide if she is being treated unfairly c? What should Margarita consider in deciding what to do d? What should Margarita do? What would you do?
⟨ Nature of the problem could be an equal pay for equal work issue. It is not a sexual harassment issue, even though Paul may not do this to a lead worker who is a male.
⟨ Sometimes people think they are doing the same job, but they are not, or not in the same way. Margarita should find out and compare: ✸ Official job descriptions for Paul's job and for her job ✸ Preparation for the job—work history both at the job site and elsewhere ✸ Skills brought to the job—English and other skills ✸ Workers' behavior toward each of them ✸ Patterns of behavior by this supervisor toward other "lead workers" and previous holders of her position, if any ✸ Work experiences required for advancement
⟨ Margarita should take into account advancement potential at this job, and how has to know of her work in order to prepare the way for advancement
⟨ Margarita should take into account others' experiences in her position or similar experiences
⟨ Margarita should consider other benefits of the job and other job possibilities
⟨ Whatever Margarita or the student does, it shouldn't be done lightly. This is a serious problem and the path taken could affect the ability to be employed elsewhere; it could cause stress for herself and for other workers; and the results of her decision will affect not only herself but her family.

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Date: _____

Student Name _____

Teacher Name _____

Module 2
Women's Work Issues

Instructions: Please consider Margarita's situations (both the first and the second) and advise her what to do; and answer the other questions on what You Learned from your work on this module. The questions are in the shaded area. Writing in non-shaded areas is background information for the questions.

1. Situation A:

Margarita had hoped to apply for an opening in the shipping department where she is currently working. Her department manager, Mr. Lopez, told her he would only discuss with her recommending her for the job over dinner; otherwise he doesn't have time; and doesn't know when he will have time. Margarita has refused Mr. Lopez' invitations before, and she has refused this one. But she really wants the job.

a. What should Margarita find out to know if this is legally sexual harassment?

b. A co-worker asks her what happened when she went to talk with Mr. Lopez. What should she tell him? Please write a short dialog between her co-worker and Margarita.

Co-worker: What happened when you went to talk with Mr. Lopez?
Margarita:_____

_____

Co-worker:_____

_____

Margarita:_____

_____

Co-worker:_____

c. Should Margarita quit her job? What else could Margarita do? What are some things Margarita could do in this situation? Why

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2. Situation B:

Reina C. cleans house and cooks dinner, five days a week, for Mrs. Smith and her family. For this she is paid $35 per day; and this money is crucial to her family. Even though her husband is working, they have a child who is 5 years old. The agreement when she started working for the Smiths was that she would come at 1 pm and leave at 6 pm, so that she could make the last bus home from the Smith's house. Several times since she began work Mrs. Smith has called her while she was working to ask for special things. For example, once Mrs. Smith's child was coming home from school early, and Mrs. S. asked Reina if she could make lunch and watch her during the afternoon. Another time, Mrs. S. called to ask if she could stay late and cook dinner for 6 people, instead of 3, since her husband was bringing an important client home. She missed the bus and had to walk home, because she didn't want to disturb Mr. S and his client, and nobody offered to take her home. Mrs. Smith seemed to acknowledge her extra work, because she thanked her for it, but didn't offer to pay anything additional. Recently, these calls have been coming with more frequency; and so she often doesn't get to leave until 7 pm at least five or seven times a month. Further, one day when Reina's daughter needed childcare, and she brought her to Mrs. Smith's with her, Mrs. Smith complained.

a. What should Reina do? And, what should she consider before she does this?

b. Is there any other information it would be important to know in order to have a conversation with Mrs. Smith about this situation? How should she get it?

c. How should she tell Mrs. Smith about the problem? Please write a sample dialog showing what Reina should say, and how you expect Mrs. Smith will respond.

Reina:_____

_____

Mrs. Smith:_____

_____

Reina:_____

_____

Mrs. Smith:_____

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3. **Did you benefit from your work on this module in any of the following ways?**

For example, in your ability to	Yes/No	Please comment on either: - How you benefited; or - Why you feel this module was not useful for you in this area
a. Do the calculations to decide whether it's worthwhile for a married woman to work even if the family spends more on childcare or transportation or food?		
b. Find out the information you need, from co-workers and supervisors, to know to tell if you are being treated fairly?		
c. Communicate your concerns to co-workers about how you are treated or the work you are given to do?		
d. How to communicate to supervisors, your boss, or officials outside your workplace, about a problem you are having at work?		
e. Decide whether or not to complain, taking into account what's important for you personally?		
f. Get the information you need about supervisory or job promotion opportunities at work or in other workplaces?		
g. Decide whether it's worthwhile to take the trouble to spend 3 to 6 months in an employment training program which is likely (but not certain) to let you get a better job.		
h. Know what sexual harassment is		
i. Understand the rights women have to not be subject to sexual harassment		
j. Understand what job discrimination is		
k. Understand the rights women have to not be discriminated against because of being women		
l. Know the kinds of better-paying jobs where women have the best chance of being hired		
m. Understand family and medical leave—what's covered and who is eligible for it		

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4. **What would you tell another student about this module, if you were asked to describe it, the work you did during it, and what You Learned from it—either information or new communication skills?**

5. **What skills or knowledge do you think you will need to use the information in this module even better than you can now?**

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